

ADMINISTRATIVE PROCEDURE

Students

Attendance / Punctuality of Students

STU #11

Revised: October 2026

Background

Grounded in our Catholic belief in the inherent dignity and God-given potential of every student, Christ The Redeemer Catholic Schools (CTR) is committed to fostering learning environments where students are supported in their spiritual, intellectual, social, and personal growth. Regular and punctual attendance is essential to student learning, building relationships, and fostering a sense of belonging within our Catholic school communities.

The Alberta Education Act (Act), Section 31, requires students to attend school regularly and punctually. Students have the responsibility to actively engage in learning and to cooperate with those authorized to provide educational programs and services. CTR is committed to working collaboratively with students and families to address barriers to attendance while meeting the requirements of the Act.

Definitions

Chronic absenteeism: Missing approximately 10% or more of scheduled instructional time, whether excused or unexcused. This is a flag for supportive intervention, not an automatic disciplinary finding.

Excused absence: An absence excused under the applicable provisions of section 7 of the Education Act.

Unexcused absence: An absence without a legally sufficient or otherwise accepted explanation under Division attendance procedures.

Independent student: A student who has independent-student status within the meaning of the Education Act.

Procedures

1. The principal, in consultation with staff, shall establish and maintain written school attendance procedures consistent with this Administrative Procedure. School procedures shall address accurate attendance recording, notification of unexplained absences, student safety, attendance monitoring, communication, and progressive intervention. Procedures shall be appropriate to the school's educational delivery model.
2. At the beginning of each school year, and whenever material changes occur, the principal shall communicate attendance expectations and procedures to students, parents/guardians, independent students, and staff, as applicable.
3. Parents/guardians, or independent students as applicable, are expected to notify the school promptly of absences and late arrivals, including the reason for the absence. Where an absence is unexplained, school staff shall undertake timely follow-up in accordance with the school's student safety and attendance procedures. Schools shall identify excused and unexcused absences accurately.

4. Teachers shall maintain accurate, timely attendance records, and Principals shall routinely monitor absence and lateness patterns to identify concerns early.
 - Attendance concerns shall be considered in context, including barriers related to health, disability, family circumstances, school engagement, and access to programming.
 - A student who has missed approximately 10% or more of scheduled instructional time should receive a documented review of attendance and appropriate supports. Intervention may begin earlier if emerging patterns warrant it.
 - Lateness shall be recorded distinctly from absence. Actual instructional time missed shall be recorded accurately.
 - Excused absences may be considered when identifying supports, but shall not in themselves be treated as unexcused non-attendance for statutory enforcement purposes.
5. Where attendance concerns arise, the principal or designate shall consider appropriate school-based supports, which may include mentoring, counselling, student services, academic accommodations, or other measures to address identified barriers.
6. Where attendance concerns persist, the principal or designate shall work with the student and the parent/guardian, or with an independent student directly, to identify barriers and establish a collaborative attendance improvement plan. The plan shall identify supports, responsibilities, achievable goals, timelines for review, and measures of progress. Communication with a parent/guardian of an independent student shall occur only as permitted by law or with appropriate consent.
7. If attendance does not improve despite documented school-based efforts, the principal shall refer the matter to the Associate Superintendent in the role of Division Attendance Officer, as appropriate. The referral shall include attendance data, communications, strategies attempted, outcomes, and the attendance improvement plan.
8. The Division Attendance Officer shall determine further steps in accordance with the Education Act. These may include additional family consultation, collaboration with Alberta Education's Office of Student Attendance and Re-engagement, and consideration of a referral to the provincial Attendance Board. Prior to any Attendance Board referral, CTR shall confirm that the statutory notice, reasonable efforts, and authorization requirements have been satisfied. Any written directions or enforcement measures must be issued only by persons authorized under the Act.
9. Students who are not subject to compulsory attendance under the Act remain expected to attend regularly while enrolled. Before any withdrawal or change to enrolment is considered because of persistent non-attendance, the principal shall document efforts to re-engage the student, review suitable educational options, consult with the student and the parent/guardian where legally appropriate, and obtain review by the Associate Superintendent. Any decision shall comply with applicable legislation, Division procedures, and available review or appeal processes. Non-attendance alone shall not result in automatic withdrawal.
10. Parents/guardians and independent students, as applicable, shall be informed of significant attendance concerns as they arise and of the supports being offered. Before the end of the school year, the Principal shall communicate with students and families where significant attendance concerns warrant planning for a successful transition to the following school year.

11. Schools shall document attendance, communications, interventions, decisions, and follow-up in approved Division systems, and protect related personal information in accordance with applicable legislation and Division records and privacy procedures.

References: *Education Act*, SA 2012, c E-0.3, ss. 1, 6–9, 31–33, 45–50 (as amended); Student Record Regulation; *Protection of Privacy Act*